



**Primary PE &
Sport Premium Action Plan
for
2025-2026**

PE & Sport Premium: Government intent

The purpose of the PE and sport premium grant is for schools to make additional and sustainable improvements to the provision of PE and sport for the benefit of all primary-aged pupils to encourage the development of healthy, active lifestyles.

This means schools **must** use the PE and sport premium to:

- build capacity and capability within the school and ensure that improvements to the quality of PE, sport and physical activity provision made now are sustainable and will benefit pupils joining the school in future years; and
- develop or add to the PE, sport and physical activity that the school provides

PE & Sport Premium: School intent

At Blisworth Primary School we believe all children should have access to a high-quality Physical Education (PE) curriculum and PE should be an integral part of the whole school curriculum. Our School recognises the benefits high quality PE provision and school sport can give to all pupils. Our PE curriculum aims to develop the skills to excel in a wide range of physical activities, by providing a broad & balanced curriculum with opportunities for all. Our PE curriculum will contribute to healthy and active lifestyles; improve emotional well-being and develop key skills such as leadership, competition, confidence, good sportsmanship and team building skills.

Effective use of the funding

Schools should use the PE and sport premium funding to support children to meet 60 active minutes and achieve the funding intent (stated above). This funding must not be used for core-type school activities.

Schools should use it to:

- make additional and sustainable improvements to the PE, sport and physical activity they provide
- provide or improve equal access to sport for boys and girls
- ensure teachers have the relevant skills and knowledge to confidently teach PE in a structured way, prioritising continued professional development (CPD) and training where needed

It is important that schools make the most effective use of the premium. To best achieve this, spending should focus on making improvements in 5 key areas, to assist in:

- increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities
- increasing engagement of all pupils in regular physical activity and sporting activities
- raising the profile of PE and sport across the school, to support whole school improvement
- offer a broader and more equal experience of a range of sports and physical activities to all pupils
- increasing participation in competitive sport

Our Vision for the Primary PE and Sport Premium



PE

At Blisworth Primary School we believe all children should have access to a high quality Physical Education (PE) curriculum and PE should be an integral part of the whole school curriculum. Our School recognises the benefits high quality PE provision and school sport can give to all pupils. Our PE curriculum aims to develop the skills to excel in a wide range of physical activities, by providing a broad & balanced curriculum with opportunities for all. Our PE curriculum will contribute to healthy and active lifestyles; improve emotional well-being and develop key skills such as leadership, confidence, good sportsmanship and team building skills.

*Be the
Best You
Can Be.*

To ensure that pupils of all abilities access the range of activities on offer and that they are physically active for sustained periods of time in order to encourage them to lead healthy, active lives.

Through our partnership with specialist sports coaches, our children will experience a wide-range of sports and activities beyond the expected sports.

Pupils will show a desire to improve and achieve to the highest levels in relation to their own abilities and potential.

To inspire pupils to succeed and excel in competitive sport and other physically demanding activities. Children will experience competitive opportunities against one another and other schools within our local community while representing our school values.

Integrity	Curiosity	Courage	Perseverance	Collaboration	Community
To recognise the importance of honesty and sportsmanship in the world of PE and sports and recognise the importance of equality amongst athletes	To be inquisitive and interested when different sports and activities are introduced, showing a willingness to have a go	Pupils will gain self - confidence by getting involved in PE and sport and confidently participate in a variety of activities and sports competitions	To master a range of skills required to be successful sports people and show resilience and commitment to be the best they can be	To show teamwork and cooperation in a wide range of sports and activity with a winning attitude but accept losing and show respect towards umpires and referees	To represent our school community in competitions and events. Respect the rules and expectations of sports organisers and make our school proud in the effort shown

Sports Premium Intentions for 2025-2026

Areas of Strength for 2024-2025 (to be aware of and build upon in 2025-2026):

- We applied for the School Games Mark and achieved GOLD! This will support the profile across the school and will also be shared with the wider school community on various platforms
- 100% of pupils had at least two hours physical activity per week with at least one session with a specialist coach (not all sports premium funded)
- 100% of pupils have access to a wide range of physical activity options over lunch where their skills from the PE sessions can be seen in application. The vast majority of pupils access physical activity choices throughout lunchtimes.
- 100% of KS2 Pupils have represented the school in a competition
- PE has been observed by both the PE lead and the Sports Governor and found to be highly progressive and children frequently display skills more often found in the next year group
- PE and Sports Premium Spending has been scrutinised by the lead Governor and found to be highly inclusive of all pupils, with every pupil engaged and progressing.
- PE skills begin immediately in Reception at a high level and pupils in EYFS are leaving with a range of skills ready for competitive sports as well as understanding how to use and control their bodies.
- The regard held for our PE within the community is high and news is shared on our Facebook and website. Comments reflect a strong sense of community and encouragement from all to those who attend the competitions.
- PE sessions have led to a significant increase in pupil's confidence to participate where all can be seen doing so at their level and progressive.
- Notably reduction in those lacking confidence to engage in PE.
- The unique partnership we have with Rhino Sports Company on site has had a significant impact (at low and frequently) no cost. Pupils often have a second coach in sessions. Coaches are training to be teaching assistants in our classrooms in the morning, and this further strengthens them as academic role models. It encourages less confident children to attend before and after school sports clubs and the summer camps. We benefit from specialist sports knowledge from all the coaches and the manager who is highly skilled in sport. The team support us at events providing high quality coaching during competitions to further support our success at events.
- The maintained introduced fully competitive sports days were extremely well attended and supported and providing medals raised the value of intra school competition.
- Continuing to wear a school kit at events has strengthened children's sense of team, belonging and pride in our school.
- PE scheme and sessions have led to significantly improved sports performance, and we are proud of all our achievements in a significantly smaller school than many of the larger schools that traditionally win events.

Key areas of Developments: Action for 2025 - 2026	
Build capacity and capability within the school and ensure that improvements to the quality of PE, sport and physical activity provision made now are sustainable and will benefit pupils joining the school in future years; and Comment:	Develop or add to the PE, sport and physical activity that the school provides.
Competition: Less local opportunities for Key Stage One, desire to enhance sporting prowess at an advanced level for young pupils.	To further increase Key Stage One opportunities and younger pupils' abilities both within school beyond the PE curriculum beyond the festivals they have already attended
Competition has been extremely well attended by many pupils, especially Key Stage Two. We want to further reach those in a minority lacking confidence to attend and further increase the proportion of children competing. We want to sustain and increase the number of competitive opportunities attended by pupils.	To further increase the amount of competition within school and raise the confidence and participation of less confident pupils including Send and pp through allocated PE leadership/ team lead positions. To increase the number of pupils in vulnerable groups attending competitions. To sustain and increase the wider number of competitions attended.
To remain innovative in PE curriculum pedagogy and practice.	To evolve and enhance the PE curriculum content as part of the whole school curriculum review to innovate and enhance opportunities. Subject leader time to develop the philosophies of PE linked to whole school values for long-lasting development. Review specialist coach reviews of the scheme and further develop embedded content. Support to coach staff to be more effective and confident in their delivery of PE lessons taught by non-specialist teachers.
To reach the minority of pupils not choosing physically active activities at lunch regularly.	To engage the minority of pupils at lunch who chose not to join physical activity for a larger than average proportion of time and create tracking for subject leader analysis so that targeted provision can be established
To develop children's confidence during PE to apply across the school values and have wider impact on their education success at school.	To develop and embed more sports leaders to enhance active lunchtime and develop their sports leader skills.

Children participate in a new and different sport as part of the curriculum. We want them to have the opportunity to try something new with specialist dance sessions.	To identify a year group to benefit from specialist teacher to broaden their interest in this area of PE – sport to be considered in summer term following sports crew voice.
--	---

Swimming: meeting the national curriculum requirements for swimming & water safety

Swimming and water safety are national curriculum requirements and essential life skills. The national curriculum requirement is that by the end of key stage 2, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.
- perform a safe self-rescue in different water-based situations.

You can use the PE and Sport Premium to fund the professional development and training that is available to schools to train staff to support high-quality swimming and water safety lessons for their pupils.

You can use your funding for:

- professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils.
- additional top-up swimming lessons to pupils who have not been able to meet the 3 national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water.

Schools are required to annually publish information on the percentage of their pupils in year 6 who met each of the 3 swimming and water safety national curriculum requirements

Blisworth Community Primary School

Meeting national curriculum requirements for swimming and water safety: Review of 2025 and Targets for 2026	Percentage Targets:	Blisworth Primary Percentage 2025	Blisworth Primary Percentage 2026
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of 2025?	100%	95%	
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	100%	75%	
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	100%	30%	
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Will you use it in this way?			

Funding

To be updated and confirmed by July 2026

2025/2026 funding	£	Expenditure	£	Balance	£	Underspend	£	
Term	Expenditure	Budget remaining	Term	Expenditure	Budget remaining	Term	Expenditure	Budget remaining
Autumn term 1	£	£	Spring term 1	£	£	Summer term 1	£	£
Autumn Term 2	£	£	Spring Term 2	£	£	Summer Term 2	£	£
Total	£	£	Total	£	£	Total	£	£

PE & Sport Premium Funding | Development Plan

It is important that schools make the most effective use of the premium. To best achieve this, spending should focus on making improvements in 5 key areas, to assist in:

Key outcome 1 | increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities

Key outcome 2 | increasing engagement of all pupils in regular physical activity and sporting activities

Key outcome 3 | raising the profile of PE and sport across the school, to support whole school improvement

Key outcome 4 | offer a broader and more equal experience of a range of sports and physical activities to all pupils

Key outcome 5 | increasing participation in competitive sport

2024/2025 Total funding allocated	PE and Sport Premium funding £17,400 – Estimated for 2025 to 2026 Total allocation for 2025-2026 Total Spend for 2025: Reviewed in July 2026 Total underspend - Reviewed in July 2026			
Key indicator 1: The engagement of all pupils in regular physical activity	Planned Expenditure:		Actual Expenditure:	
	% of total allocation:		% of total allocation:	
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement	Planned Expenditure:		Actual Expenditure:	
	% of total allocation:		% of total allocation:	
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure:		Actual Expenditure:	
	% of total allocation:		% of total allocation:	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure:		Actual Expenditure:	
	% of total allocation:		% of total allocation:	
Key indicator 5: Increased participation in competitive sport	Planned Expenditure:		Actual Expenditure:	
	% of total allocation:		% of total allocation:	
Total % of Planned allocated spend:				
Total % of allocated spend in 2025 - 2026:				

**** NB – this does not document all sports and PE within school – this highlights the spending of the grant.**

Evaluation of Impact for all Key Indicators along with actual expenditure will be reviewed in July 2025

Key indicator 1: The engagement of all pupils in regular physical activity						Total Actual Spend:
Intent		Implementation		Impact - Review due July 2026		
Objective/Intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned Cost	Actual Cost	Expected impact What do you expect to achieve?	Actual impact What have you achieved? What difference has it made?	Evaluation of impact How have pupils benefitted? How many have been involved? What have you accessed?
<p>Focus: To ensure 100% of pupils to be physically active with an emphasis on the least physically active children being active for at least 30 minutes</p> <p>Impact: Pupils including those who choose fewer physical activities, are frequently physically active over lunchtimes. A focus group to be set up for those who continue to benefit from a Change 4 Life programme</p>	<ul style="list-style-type: none"> • Sports lead to work with lunch lead to observe and track, including those who are less engaged in physical activity • Bespoke plans and encouragement for those less involved • Running club is established • Range of activities available • Links to the sports leaders • Key stage one pupils supported to play games 			<ul style="list-style-type: none"> • Curriculum committee and pupil feedback • Observations and tracking information from sports and lunch sports lead, 	<ul style="list-style-type: none"> • 	

Blisworth Community Primary School

	such as football, basketball, tennis					
<p>Focus: To place emphasis on riding and being active to school.</p> <p>Impact: Increased number of pupils will ride to school using a bike</p>	<ul style="list-style-type: none"> To encourage children to ride a bike to school Continue the bike ability programme in Year 5 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Programme delivered Data for pupils who take part 		
<p>Focus: Establish a participation in events and competitions with local school to maximise participation</p> <p>Impact: Children will be offered a variety of sports at the same time as developing their understanding and appreciation of the competitive element of sport. By hosting competitions for other local schools to take part in</p>	<ul style="list-style-type: none"> Sustain contact with local schools e.g., PE Network Groups Take part in as many opportunities as possible To host sport events at our school and invite local school to take part in 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Data for children competing in events – target is that over 90% of KS2 pupils will represent the school in future events Pictures of children competing in events Results of inter and intra school competitions Individual success stories 		

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement						Total Actual Spend:
Intent		Implementation		Impact - Review due July 2026		
Objective/Intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned Cost	Actual Cost	Expected impact What do you expect to achieve?	Actual impact What have you achieved? What difference has it made?	Evaluation of impact How have pupils benefitted? How many have been involved? What have you accessed?
<p>Focus:</p> <ul style="list-style-type: none"> To develop a formalised sports crew council that can lead sports projects within the school, particularly with younger pupils across the school each term <p>Impact:</p> <ul style="list-style-type: none"> To raise the profile of PE in the school and increase participation in regular 	<ul style="list-style-type: none"> Sports crew to take a lead role in engaging pupils who lack confidence in PE. Formalised termly meetings Lunchtime clubs to be supported by Sports Crew Sports Day to be lead by Y5/6 pupils to reflect their leadership skills Increased leadership 			<ul style="list-style-type: none"> Pupil voice Observations of sports crew Continued participation in lunch time activities especially by younger pupils Plan events and activities around school Newsletters / Social media posts to raise profile across the community Staff observations of application of values and lessons learned in wider school life by sports leaders. 		

<p>physical activity</p> <ul style="list-style-type: none"> • Increase the confidence of children in PE • Allow and establish the development of leadership skills in pupils <p>To continue using pupil voice to inform school improvement and development across the school</p>	<p>evident in PE lessons</p> <ul style="list-style-type: none"> • 					
--	--	--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport						Total Actual Spend:
Intent		Implementation		Impact - Review due July 2026		
Objective/Intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned Cost	Actual Cost	Expected impact What do you expect to achieve?	Actual impact What have you achieved? What difference has it made?	Evaluation of impact How have pupils benefitted? How many have been involved? What have you accessed?
<p>Focus:</p> <ul style="list-style-type: none"> • To focus on competition elements within lessons, focusing on 	<ul style="list-style-type: none"> • Full scheme of competitions for indoor and outdoor PE sessions is understood by staff including 			<ul style="list-style-type: none"> • Lessons and sequences are fully progressive across all year groups and new staff understand the scheme – demonstrated in 		

<p>intra-competitions at the end of each key unit to allow application and demonstration of taught and learnt skills</p> <p>Impact:</p> <ul style="list-style-type: none"> • Pupils work towards a competition at the end of each key unit • All staff, including new Staff are well-supported with lesson design and including competitions within the units <p>New staff to school understand how to implement competitions in PE in line with our policy and scheme</p>	<p>the messages that should be provided against the values.</p> <ul style="list-style-type: none"> • Staff working alongside coaches in lessons to implement competitions within sessions • Staff understand the declarative and procedural elements of competitions • Competitions are linked to our school values which are closely aligned with the school games values (NSport) 			<p>lesson observation feedback on learning walks. Innovation is present</p> <ul style="list-style-type: none"> • Lesson plans include competitions at the end of each unit <p>Pupils talk about the threads linked to values across PE and apply to other contexts.</p>		
<p>Focus:</p> <ul style="list-style-type: none"> • To increase confidence as well as declarative 	<ul style="list-style-type: none"> • Staff working alongside sports coaches within lessons 					

<p>and procedural knowledge of staff members across the school</p> <p>Impact: Staff members confidently teach their pe sessions by incorporating procedural and declarative skills</p>	<ul style="list-style-type: none"> PE coordinators support new staff members 					
--	---	--	--	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils						Total Actual Spend -
Intent		Implementation		Impact - Review due July 2026		
Objective/Intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned Cost	Actual Cost	Expected impact What do you expect to achieve?	Actual impact What have you achieved? What difference has it made?	Evaluation of impact How have pupils benefitted? How many have been involved? What have you accessed?
<p>Focus:</p> <ul style="list-style-type: none"> To fully implement and use gymnastics equipment within lessons. <p>Impact:</p>	<ul style="list-style-type: none"> Complete a PE audit by identifying equipment needed for clubs and lessons Research prices 			<ul style="list-style-type: none"> Pupils have access to the correct equipment to be taught a range of sports with particular regard to gymnastics 		

Blisworth Community Primary School

Lessons will be well resourced, and pupils will have the opportunity to try gymnastics equipment within the curriculum lessons	<ul style="list-style-type: none">• Purchase equipment• Ensure equipment is well maintained and stored appropriately• Focus on gym equipment					
--	--	--	--	--	--	--

Key indicator 5: Increased participation in competitive sport						Total Actual Spend -
Intent		Implementation		Impact - Review due July 2026		
Objective/Intended impact What do you want to achieve?	Actions to achieve Outcome What do you need to do to achieve your intentions?	Planned Cost	Actual Cost	Expected impact What do you expect to achieve?	Actual impact What have you achieved? What difference has it made?	Evaluation of impact How have pupils benefitted? How many have been involved? What have you accessed?
Focus: <ul style="list-style-type: none"> To incorporate competitions into the PE curriculum focusing on key units such as football and gymnastics Impact: <ul style="list-style-type: none"> Children participate in competitions linked to the unit they have learnt at the end of each key unit 	<ul style="list-style-type: none"> Deliver the competitions, tracking pupils participating and using data trends to ensure broad offer and individual pupils considered. Run competitive activities that link to the units learnt 			<ul style="list-style-type: none"> Competition results Certificates for children Pupil feedback on intra-competitions Parent feedback including social media. 		